U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12UT1

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mrs. Denise Orme

Official School Name: Quail Hollow Elementary School

School Mailing Address: 2625 E. Newcastle Drive
Sandy, UT 84093-2880

County: Salt Lake State School Code Number*: 695

Telephone: (801) 826-9175 E-mail: denise.orme@canyonsdistrict.org

Fax: (801) 826-9176 Web site/URL: http://quailhollow.canyonsdistrict.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. David Doty PhD Superintendent e-mail: david.doty@canyonsdistrict.org

District Name: Canyons District Phone: (801) 826-5010

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Tracy Cowdell

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12UT1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 29 Elementary schools (includes K-8)
   - 8 Middle/Junior high schools
   - 4 High schools
   - 0 K-12 schools
   - 41 Total schools in district
2. District per-pupil expenditure: 6000

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	34	42	76
K	37	29	66		7	0	0	0
1	37	48	85		8	0	0	0
2	41	40	81		9	0	0	0
3	44	36	80		10	0	0	0
4	31	38	69		11	0	0	0
5	43	34	77		12	0	0	0
					Total in Applying School:			534

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
2	% Asian
2	% Black or African American
6	% Hispanic or Latino
1	% Native Hawaiian or Other Pacific Islander
86	% White
3	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 10%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	33
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	55
(4)	Total number of students in the school as of October 1, 2010	526
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 6

Number of non-English languages represented: 4

Specify non-English languages:

Chinese, Russian, Kurdish and Spanish.

9. Percent of students eligible for free/reduced-priced meals: 12%

Total number of students who qualify: 65

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 41

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	0	Orthopedic Impairment
0	Deafness	2	Other Health Impaired
0	Deaf-Blindness	19	Specific Learning Disability
1	Emotional Disturbance	16	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	19	4
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	1	2
Paraprofessionals	0	12
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	3	10
Total number	24	28

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	95%	95%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

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Quail Hollow Elementary opened in 1981 on the east bench of the Wasatch Mountains in Sandy, Utah. Sandy City is a suburb to the south of Salt Lake City. The school boundaries encompass a middle class, neighborhood. Students live within walking distance of the school. Eighty-seven percent of the student body is Caucasian and the mobility rate is ten percent. As of February of 2012, 556 students are enrolled in grades kindergarten through sixth grade. The school also houses a preschool program for students with disabilities and non-disabled peer role models. Although this program is administered from the District central office, the preschoolers add to the diversity of the school.

The school was part of the Jordan School District from 1981 through June of 2009. Jordan School District was the largest school district in Utah at the time. The voters on the east side of the Jordan School District formed a new school district, Canyons School District, in 2009. The new school district created a new start for the school.

The mission of Quail Hollow Elementary is to prepare students for a quality life. Together with students, parents and community members, we are committed to the “quest for quality” in academic skills, career awareness and service learning. We are dedicated to providing a safe school environment that promotes the universal values of caring, responsibility, citizenship, integrity and respect. The school motto is "Quest for Quality."

We believe all children have the right and opportunity to succeed. We believe student success can be achieved through partnerships with families, school staff, and community members. We believe through service children can become active, responsible citizens. We believe children have the right to a safe environment that promotes character-building traits such as caring, responsibility, citizenship, integrity and respect.

The school’s strengths lie in its dedicated faculty, staff and parent groups. Together, these individuals have worked together to teach every child. The school team is noted for its positive attitude toward problem solving and working as a whole rather than individuals. It is the norm for the group to come to problem solving sessions ready to offer solutions.

By using student assessments to guide instruction and effective instructional techniques in every classroom, the faculty and staff have raised proficiency levels of all students and made excellent progress in closing the gap between economically disadvantage students, disabled students and Caucasian students. Ninety-three percent of the students achieved proficiency in Language Arts and Math on the 2011 State Criterion Referenced Tests (CRT). Teachers have carefully examined changes in the core curriculum and taught necessary concepts left out in the shift from the old core to a new core.

The School Community Council (a leadership group of parents and teachers, referred to as the SCC) and Parent Teacher Association (PTA) have looked at the goals and needs of the school and assisted in helping reach these goals. They have supported the funding of intervention assistants, coordinated volunteer efforts to assist teachers and students in the classroom, and raised funds to enhance the supplies available to support instruction.

The Quail Hollow community is proactive in working toward solutions for problems. For example, the student body swelled beyond the capacity of the school a few years ago. To solve the housing problem, the faculty and parents chose an extended day schedule where students started and ended their day either early or late. This was a unique solution in a school district where other schools adopted a year round schedule to solve the housing problem. The community continues to look for unique alternatives for solving problems. The community, through parent representation, has strengthened the ties between the

school and the secondary schools students attend after completing sixth grade. For example, students from the high school provide peer leadership and tutoring for students at Quail Hollow.

Traditions are an important part of the school experience. For example, the students look forward to the year-end dance festival. For years, Quail Hollow students celebrate the last day of school by each grade level performing a dance for the student body and parents. It is a unique way to celebrate the conclusion of a year.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The State Criterion Referenced Tests (CRT) administered in the spring of each school year are gauges the faculty uses in determining if proficiency goals have been accomplished. Students in grades three through six take these tests in language arts and math. Students in fourth through sixth grades also take tests in science. Students who score a level 3 or 4 level are considered proficient. The school's goal is for all groups to score high proficiency levels. Each year a goal is set for all groups to exceed the previous years proficiency rates and for subgroups to pass Adequate Yearly Progress requirements.

Language Arts:

Proficiency rates on CRTs have remained fairly stable in language arts for Caucasians since 2005. In each year, except 2006, the total school percentage for proficiency has been between 91% and 93%. Significant gains have been made by two subgroups in this same period. Special education students' proficiency rates have moved from a low of 33% in 2006 to a current level of 82%. Proficiency rates for economically disadvantaged students have risen from a low of 61% in 2007 to a current level of 93%. This is the first year the Hispanic subgroup has been large enough to receive a separate category. The proficiency rate for this group is 100%.

Significant changes in the methods and curriculum used to teach students with disabilities last year resulted in gains in student proficiency rates. Also, a careful review of student individual education plans (IEP) was conducted to identify students who had met goals and were ready to be released from special education.

Math:

Proficiency rates on CRTs remained fairly stable in math for Caucasians between 2006 and 2010, ranging from a low of 84% in 2007 to a high of 89% in 2008. Scores jumped to a proficiency rate of 93% in 2011 for Caucasians. Proficiency rates for economically disadvantaged students dipped from 71% in 2006 to 56% in 2008 and then increased to 82% in 2011. Proficiency rates for special education students steadily increased from 48% proficient in 2006 to 82% proficient in 2011. This is the first year the Hispanic subgroup has been large enough to receive a separate category. The proficiency rate for this group is 100%.

Significant changes in the math curriculum and materials used to teach the curriculum were made in the 2010 -2011 school year. In addition, assessments were used to identify students who were not making adequate progress in learning math concepts and interventions were provided for the students. These changes resulted in improved proficiency rates.

2. Using Assessment Results:

Three levels of assessment data are used to make decisions about student learning and to inform instruction. The first level is standardized tests such as the CRTs and the Iowa Test of Basic Skills. These tests are administered to some students once a year and provide global information. The second level consists of screening measures such as the AimsWeb reading and math assessments given to every student. These tests are given three times a year. Benchmarks allow teachers to compare their student learning to a District set benchmark. The third level of assessment includes common formative assessments, which are administered periodically to measure student growth in learning class material.

Teachers examine the standardized assessments as individuals and as a team for two purposes.

1. To determine which parts of the curriculum they were successful in teaching – both as an individual and as a team – and identify which parts of the curriculum they need to improve their instruction. This is examined for the students they taught most recently but have since moved on to the next grade level. This information provides general ideas about areas to focus on improving in for the incoming class.

2. Individual student results of a teacher's incoming class are looked at so the teacher knows what strengths and weaknesses they displayed at the end of their previous year. Students who did not meet proficiency levels on the CRTs are identified as needing immediate attention and intervention.

The faculty, as a whole, examines the data from standardized assessments for trends both for the school as a whole, for grade levels as a group and for subgroups such as special education students. This longitudinal data is used to help set goals for the year. These goals help determine how resources are allocated and what professional development the faculty and staff need. Discussion always includes hypothesizing why the students learning produced the results being examined.

The results of standardized tests are shared with parents in multiple ways. Parents receive individual print outs of their child's results on these tests. The results are paired with explanatory text.The results of the grade levels are reported to parents and community in longitudinal charts which are published both in newsletters and on the school website.The results are discussed with both the School Community Council and the PTA. The SCC has an advisory role in developing the annual school improvement plan. The test results assist them in recommending critical areas of need.

The second level of assessment is used by teachers as individuals and as teams to identify the progress their current students are making towards mastering the core curriculum standards. As a team, teachers identify students who need interventions or who no longer need the interventions they are currently receiving. (Students receiving intervention are assessed more frequently for progress). Teachers examine their class results as a whole to reflect on whether or not their instruction in the curriculum area is moving students learning forward. The faculty also looks at this data as a whole to determine if resources need to be reallocated to meet student needs and to see if trends are emerging – both for what is working and what may not be working. Parents receive written reports including interpretive information about their child's results on these measures twice a year at parent-teacher conferences.

The third level of assessments are used by teams to look at student performance by topic or unit of study. These are assessments teachers agree to use as a team and then examine student results as a team. This information directly informs instruction. Team members learn from each other what instructional methods and materials helped their students master the material. Additionally, consideration for student learning and progress is measured through common formative assessments used across the District following a common curriculum map to compare progress.

All assessments are used as tools to help teachers make decisions about instruction and to help individual students receive the instruction and help they need.

3. Sharing Lessons Learned:

Quail Hollow teachers share their instructional successes with other professionals by welcoming others to observe their lessons, by sharing their strategies in presentations, by freely sharing the lessons and units they have developed and by sharing their stories in the classes they take to expand their skills. Principals from the District have visited the school on a number of occasions to observe and talk to teachers about their language arts instruction. Leaders and teachers saw guided reading groups modeled by expert teachers at Quail Hollow during their initial stages of implementing a Balanced Literacy approach.

The achievement coach shares information about successful strategies used at Quail Hollow with other schools. She has shown other teachers in the District how specific writing lessons are structured and

delivered. (Students at Quail Hollow have demonstrated good writing skills as measured by the State Direct Writing Assessment). Our achievement coach teaches math endorsement classes for elementary teachers in the District. She shares the successful strategies she has observed Quail Hollow teachers use in math with these teachers.

Principals in the District are divided into small groups intended to build knowledge and share experiences of the participants through guided activities. The structure and problem-solving methods the Quail Hollow team leaders use to analyze student data and make decisions has been explained to this group.

Faculty members were instructors at a Math Academy held for all elementary teachers in the District during the summer. This academy helped other teachers learn the new common core standards and how to use effective instruction in teaching math concepts. Attendees also learned how to use the enVisonMATH programs, the District curriculum map for elementary grades and the common formative assessments.

Teachers from the school provided expertise in choosing a new reading series and then linking the resources to the new English language arts common core through curriculum maps that will be shared with all teachers in the District during training.

4. Engaging Families and Communities:

The more opportunities family members have to be in the school and be a part of school programs, the more likely they are to have good information about what is happening in their child's school day and know how to help. Quail Hollow's faculty and PTA have provided many ways for families to be involved.

Volunteers are an important part of the enrichment program. Parents act as tutors for math fact practice in every classroom. These parents help all the children and learn about strategies used in the classroom at the same time. Parent volunteers teach art lessons, music lessons and Junior Achievement lessons to every class. Parent volunteers have organized a take home reading library so teachers can quickly send home books with students that are on their independent reading level. This assists parents in making sure they are putting appropriate reading material in their child's hands.

Community members provide after school classes in art, Spanish, golf, drama, orchestra and using teamwork while working with Legos to problem solve. The local county recreation center picks students up at the school and delivers them to a nearby ski resort for skiing and snowboarding lessons during ski season.

Parents participate in family events. These include the opportunity to curl up with a book and your child for breakfast, attending a family fun night, attending a class about how to save for your child's college fund or learning how to access internet based resources that support the school's math program. The PTA runs a book fair twice a year during parent-teacher conferences where parents and students can shop for books together.

Keeping parents informed about day to day events in their child's classroom also increases the likelihood a child will be successful. The School Community Council raises money each year to pay for each student to have a planner. The fund raising event, a fun run, brings families together for an exciting and healthy activity. Community businesses sponsor the run and purchase ads placed in the front pages of the planners. These planners go between school and home everyday and provide an easy way for teachers and parents to communicate. The planners also help students with organizational and time management skills.

Parents, teachers and students meet twice a year at parent-teacher conferences to set goals on Student Education Plans and review the progress the child is making in mastering the standards for the year. Parents receive reports on benchmark measurement results and tips on how to support their child's independent reading by selecting books on the appropriate Lexile measure level.

Feedback from parents is also important to student success. Every other year, feedback is gathered through the *Indicators of School Quality Survey*. This anonymous survey summarizes the perceptions of parents, teachers, students, and other school staff regarding: Parent Support, Teacher Excellence, Student Commitment, School Leadership, Instructional Quality, Resource Management, School Safety, Positive Behavior Support, and Faculty Job Satisfaction.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Quail Hollow Elementary educators are dedicated to teaching the core curriculum standards, either from the State Core or the Common Core State Standards (CCSS). Teachers use curriculum maps to guide their instruction in each subject area to ensure standards are covered during the instructional year. These curriculum maps assist teachers in aligning standards and resources to help them use instructional time efficiently. Particular emphasis is given to teaching standards across the curriculum. Social studies standards are addressed during language arts instruction; art standards are taught during relevant mathematics instruction. Students read informational text about the current science topic during their guided reading. This is followed with hands-on activities and experiments, which bring the science concepts to life.

Technology is used by teachers to enhance instruction in all areas. It is a key component in the presentation of new math concepts in all grades. A portion of each math lesson is presented using technology as one method of increasing understanding. Technology is an essential element for writing, Students use software to produce and check persuasive and expository writing in the upper grades. It provides immediate feedback about organization, mechanics, and editing. In the lower grades, technology is used to increase reading skills through engaging interactive programs. Students present concepts learned through the creation of slide shows, brochures, documents and multi-media presentations. Technology also plays an important part in assessment. Students complete both common formative assessments and required state tests through computer based testing.

Teachers plan instruction so students can make connections to what they already know. This is accomplished by relating new concepts to what they learned in the previous grade level, to experiences they have in common and to the environment they all share. Teachers work collaborative to share the core standards vertically with the team of teachers sending them students and the team of teachers receiving their students.

Our Parent Teacher Association and School Community Council helped extend learning opportunities by supporting volunteer based programs to increase student fluency with basic math facts. This increased emphasis on fluency has resulted in higher performance on other math computational skills. Another parent volunteer program is designed to provide students with exposure to works of famous artists. The students delight in the opportunity to create their own works of art based on techniques used by the famous artists. Parent volunteers help monitor student progress toward meeting the physical fitness standards established in the Presidential Fitness Challenge. This program supports healthy life choices for recreational activities and the State Core for physical education. Parent volunteers have made it possible to put more books on students' reading levels in their hands at home. These volunteers have organized a take-home reading library so teachers can quickly access books for students to take home, return, and exchange for another book.

Our District Nutritional Services Department shares in educating our students in nutritional standards. As well as providing lunches which emphasize fresh fruits, vegetables and whole grains, they provide kid friendly information in tidbits about what we eat and how it influences our health.

Our educational community works together to capitalize on what students are learning through their school year.

2. Reading/English:

Quail Hollow Elementary teachers use the Balanced Literacy approach to teach the English language arts core standards. The five essential components of reading instruction: Phonemic Awareness, Phonics. Fluency, Vocabulary and Comprehension are the foundation of the program. Written language is taught using modeled writing, shared writing and independent writing in all curriculum areas. Writing skills are measured using rubrics based on the Six Traits Writing model. The District chose this model because it utilizes a methodology that integrates various modalities of literacy instruction. Assessment-based planning is at the core of the model. The balanced literacy approach is characterized by explicit skill instruction and the use of authentic texts. Through various modalities, the teacher implements a well-planned comprehensive literacy program that reflects a gradual release of control, whereby responsibility is gradually shifted from the teacher to the students. Teachers use whole group instruction for big ideas and work with students in small groups for skill development. Students read material at their instructional level during small group instruction.

Fluency and comprehension checks are conducted three times a year with all students using AIMSweb Curriculum Based Measurement tools. Students not at benchmark are further evaluated using the Core Phonics Survey, which is designed to give more information to instructors about a child's word decoding ability. Data collected from these assessments is used to determine individual instructional needs for each student. This data is also used to assist teachers in grouping students for skill development. All students not reaching benchmarks are given more intensive small group instruction in their area of deficit. Students in kindergarten and first grade are screened for phonemic awareness and phonics skills as well.

Students receiving additional, intensive instruction are monitored frequently for progress. This information is used to determine if the current interventions are working or if an alternative intervention is needed. Interventions apply to students at both low and high levels of achievement.

3. Mathematics:

Canyons School District adopted the CCSS for Mathematics at the beginning of the 2010-2011 school year and our teachers began teaching to those standards. In conjunction with the District-wide effort, curriculum maps were developed to ensure all the standards were taught using new materials from the enVisionMATH program. Teachers worked collectively to identify concepts that would be skipped for their classes in their group because of the shift from the State Core to the CCSS and included instruction in their schedules to teach these concepts. The curriculum maps include standards and resources to help teachers provide necessary instruction efficiently.

Emphasis is placed on ensuring students develop conceptual understanding behind algorithms and on developing fluency with basic math facts. Students engage in daily problem solving backed by step-by-step learning. Visuals play an important part in helping students understand. Interactive Internet based activities, which are part of the enVisionMATH program, are used as well as manipulatives to help students see the concept. Students are encouraged to explain their thinking both orally and in writing. A goal is to help students develop metacognitive systems for approaching math problems and to understand there are multiple successful approaches to solving questions with math.

The School Community Council and the teachers worked together to develop a volunteer based program to assist students in practicing math facts to fluency. An increase in overall math test scores on the State Criterion Referenced Tests is attributed to students becoming fluent in basic math facts, which has allowed them to concentrate their efforts on the math concepts.

Teachers work in professional learning communities to coordinate math lessons and how they assess students' knowledge at the end of the lessons. Those students who have not mastered the concepts are provided with interventions from trained teachers and paraprofessionals. Those students who know the material prior to the lessons, as measured by pretests, are given extension activities. These activities come from multiple sources including the enVisionMATH program and Internet based lessons.

Students' progress in mastering math concepts is checked with common formative assessments, both school and district developed, as well as through AIMSweb benchmark assessments administered three times a year.

4. Additional Curriculum Area:

High quality science instruction is important to Quail Hollow Teachers. The State Core Standards for Science are the foundation for the science program. The core emphasizes teaching the scientific method through science content in each grade level.

Teachers use experiments and hands on projects for students to discover processes in nature and then develop an understanding of why natural phenomena works in a particular way. These same science concepts are explored further during reading instruction. Along with reading more in-depth about the science topic they also learn comprehension strategies to use with informational text. Informational writing instruction is also a part of the science curriculum. Students learn to research science topics and report on their learning through writing. Math is also used to explore and understand applicable science concepts.

Exploration continues outside the school through field trips. Students deepen their understanding by participating in simulated space shuttle trips, seeing geological formations in their natural state, or experiencing the animal cycle at experimental farms.

Science instruction overlaps with technology. Teachers use technology to demonstrate concepts in three dimensions, provide visual displays of transformations, and allow students to create presentations about their learning. Students learn how to use software that allows them to present reports to their peers.

5. Instructional Methods:

Quail Hollow teachers strive to provide high quality instruction on core standards to all students. High quality instruction in the general education classroom is the most important variable for all students in mastering core concepts. Teachers focus on building background knowledge, including key vocabulary, modeling thinking and processes, ensuring all students have multiple opportunities to respond to questions, providing immediate, specific feedback and ample opportunities to practice new skills in a variety of ways. They keep in mind the individual needs of their students during all instruction.

The teacher evaluation system provides teachers with specific feedback on their inclusion of a possible 49 indicators of effective teaching skills and strategies. This feedback is developed from a combination of two observations completed by a trained evaluator. The feedback is delivered through a written report, which compares the teacher's performance to all other teachers evaluated with the tool. Diagnostic information and links to professional develop materials are included in the report.

Students who need more instruction are identified in a variety of ways. These include teacher observation and assessment, team comparisons on common formative assessments during professional learning community meetings, benchmark assessment of all students three times a year in reading and math, parental input and thorough examination of all the student learning data.

Students who require additional or differentiated instruction are provided that instruction in multiple ways. Trained intervention paraprofessionals provide small group instruction outside of core instruction time in reading and math. Teachers also provide additional small group instruction to these students. A Student Intervention Team monitors the progress of students receiving intervention. If the team determines adequate progress is not being made, a referral for special education services is completed. Students identified with disabilities have IEPs developed and services are provided in the regular classroom and in a resource classroom.

Students who are advanced are provided with enrichment activities. An example is the use of the Kahn Academy, an Internet based tutorial service, to provide instruction for our mathematically advanced students in fifth grade.

Most importantly, students with diverse needs are helped through a team approach. Teachers are supported through the process of designing and implementing programs for these students. General education teachers, support professionals, and the administration work together to provide appropriate instruction and practice for these students.

6. Professional Development:

Professional development efforts both at the district and school level have focused on providing effective instruction in all classrooms and using assessment data to make decisions about future instruction and intervention. The faculty has developed skills for using professional learning communities to look at what the students need to learn, how to assess if they have learned it and then planning for what to do if they already know it or had difficulty in learning it.

Teachers have completed book studies over the past few years. As a team, they read, discussed and implemented strategies outlined in *Classroom Instruction that Works: Researched Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock. These strategies were employed to increase effective instruction in every classroom. After examining longitudinal student data, it was clear the faculty needed to improve mathematical instruction to increase student learning. Teachers dove into learning the new Common Core State Standards for Math and competed a book study of *Accessible Mathematics: 10 Instructional Shifts That Raise Student Achievement* by Steven Leinwand. These shifts complement the strategies included in the enVisonMATH materials. A study of how student's skills are measured and reported was discussed through reading *A Repair Kit for Grading: Fifteen Fixes for Broken Grades* by Ken O'Connor. This discussion is the foundation for a move to mastery learning.

Teachers have developed skills in using the assessment data available to make instructional decisions. The first step in the using the data as a resource was learning how to read and interpret the figures. This expanded to in-depth looks at the results on the State Criterion Referenced Tests to see performance results by class and grade level. Teams have identified weaknesses to address during instruction and areas of success to replicate. Data provided through screening assessments administered three times a year in reading and math have been examined to identify students needing further assessment and also as a tool for grouping students for skill instruction.

A key to making sure students master the standards of the core curriculum is ensuring teachers have a firm understanding of those standards. Professional development time has been spent learning the standards. Teachers currently use the new math standards in their curriculum maps and are beginning the process of mapping the standards for the new English language arts common core.

7. School Leadership:

Quail Hollow is lead by one principal who receives assistance from a part-time achievement coach. Teachers work together to provide leadership for the school. Team leaders (one member of each grade level team and a member of the special education team) meet regularly to develop goals for the school, plan programs to meet the goals and monitor the progress the school is making. Communication is a key to this teamwork. Team leaders work with their colleagues to discuss issues, review procedures, and problem solve. Team leaders then represent their colleagues in final decision-making.

The achievement coach acts as a liaison between the District Curriculum Department and the faculty. The coach provides technical assistance and coaching to teachers. The achievement coach also serves on the leadership team.

The principal is the instructional leader. The principal coordinates allocation of resources, provisions for professional development, teacher evaluation and feedback. She leads the school in the analysis of practices, implementation of programs and processes and problem solving. The principal coordinates with parent groups to include parents in planning and decision making for the school.

The school developed the School Improvement Plan with input from each group. Team leaders reviewed the available assessment information as a group and then took it back to their teams. Teams developed goals and identified resources needed to meet these goals. Team leaders brought these plans back to a leadership meeting and an initial improvement plan was developed.

This plan was shared with the School Community Council and, using input from parent surveys, this group refined the plan. The plan went back to the leadership team who reviewed the plan to ensure it would meet the most important goals for the school and that necessary resources could be provided. The team decided that the plan would need an in-depth review at the six-month mark when new assessment information is available. The team also determined that examining the structure of the school day would be necessary to make adjustments for a change in curriculum that will be made by the District for the 2011 – 2012 school year.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Mathematics CRT

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Utah State Office of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Sufficient % Substantial	94	84	81	80	89
% Substantial	76	57	46	56	73
Number of students tested	71	82	79	59	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				100	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Sufficient % Substantial	80		62		
% Substantial	60		15		
Number of students tested	10	8	13	4	9
2. African American Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested					
3. Hispanic or Latino Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested	5		3	3	1
4. Special Education Students					
% Sufficient % Substantial		67	38		60
% Substantial		50	8		40
Number of students tested	8	12	13	9	10
5. English Language Learner Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested			2	1	
6.					
% Sufficient % Substantial					
% Substantial					
Number of students tested					
NOTES:					

12UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Language Arts CRT

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Utah State Office of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Sufficient % Substantial	96	85	86	90	90
% Substantial	66	59	54	59	71
Number of students tested	71	82	79	58	93
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				100	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Sufficient % Substantial	90		69		
% Substantial	50		31		
Number of students tested	10	8	13	4	9
2. African American Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested					
3. Hispanic or Latino Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested	5		3	3	1
4. Special Education Students					
% Sufficient % Substantial		67	69		60
% Substantial		25	8		30
Number of students tested	8	12	13	9	10
5. English Language Learner Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested			2		
6.					
% Sufficient % Substantial					
% Substantial					
Number of students tested					
NOTES:					

12UT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Mathematics CRT

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Utah State Office of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Sufficient % Substantial	93	82	91	88	82
% Substantial	78	60	59	80	72
Number of students tested	82	78	66	98	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			100		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Sufficient % Substantial		86		90	
% Substantial		57		90	
Number of students tested	8	14	7	10	7
2. African American Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested		1			
3. Hispanic or Latino Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested	3	2	3		
4. Special Education Students					
% Sufficient % Substantial	92	63	77	67	85
% Substantial	58	42	15	50	62
Number of students tested	12	19	13	12	13
5. English Language Learner Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested		1	1		
6.					
% Sufficient % Substantial					
% Substantial					
Number of students tested					
NOTES:					

12UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Language Arts CRT

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Utah State Office of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Sufficient % Substantial	87	89	94	90	92
% Substantial	55	59	65	61	62
Number of students tested	82	78	66	98	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			100		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Sufficient % Substantial		93		90	
% Substantial		64		50	
Number of students tested	8	14	7	10	7
2. African American Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested		1			
3. Hispanic or Latino Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested	3	2	3		
4. Special Education Students					
% Sufficient % Substantial	75	74	85	58	85
% Substantial	33	26	31	33	46
Number of students tested	12	19	13	12	13
5. English Language Learner Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested		1	1		
6.					
% Sufficient % Substantial					
% Substantial					
Number of students tested					
NOTES:					

12UT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Mathematics CRT

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Utah State Office of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Sufficient % Substantial	92	99	89	93	90
% Substantial	78	85	73	82	84
Number of students tested	76	65	98	84	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed		100			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Sufficient % Substantial	90		85		70
% Substantial	50		69		40
Number of students tested	10	8	13	6	10
2. African American Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested					1
3. Hispanic or Latino Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested	2	3	2	1	3
4. Special Education Students					
% Sufficient % Substantial	77	92	71	87	70
% Substantial	47	62	50	67	40
Number of students tested	17	13	14	15	10
5. English Language Learner Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested	1	1	2	1	
6.					
% Sufficient % Substantial					
% Substantial					
Number of students tested					
NOTES:					

12UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Language Arts CRT

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Utah State Office of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Sufficient % Substantial	96	97	93	91	89
% Substantial	68	69	77	68	67
Number of students tested	75	65	98	84	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed		100			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Sufficient % Substantial	100		85		60
% Substantial	40		62		20
Number of students tested	10	8	13	6	10
2. African American Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested					1
3. Hispanic or Latino Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested	2	3	2	1	3
4. Special Education Students					
% Sufficient % Substantial	88	92	86	73	70
% Substantial	29	31	43	33	30
Number of students tested	17	13	14	15	10
5. English Language Learner Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested		1	2	1	
6.					
% Sufficient % Substantial					
% Substantial					
Number of students tested					
NOTES:					

12UT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Mathematics CRT

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Utah State Office of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Sufficient % Substantial	95	88	79	91	69
% Substantial	83	74	62	79	55
Number of students tested	60	103	85	79	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Sufficient % Substantial		71			
% Substantial		71			
Number of students tested	3	14	7	7	8
2. African American Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested				1	2
3. Hispanic or Latino Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested	3		2	3	3
4. Special Education Students					
% Sufficient % Substantial		64	56	60	35
% Substantial		43	31	50	18
Number of students tested	7	14	16	10	17
5. English Language Learner Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested	1		1		
6.					
% Sufficient % Substantial					
% Substantial					
Number of students tested					
NOTES:					

12UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Language Arts CRT

Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Utah State Office of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Sufficient % Substantial	97	94	93	96	87
% Substantial	65	73	65	70	50
Number of students tested	60	103	85	79	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Sufficient % Substantial		79			
% Substantial		57			
Number of students tested	3	14	7	7	8
2. African American Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested				1	2
3. Hispanic or Latino Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested	3		2	3	3
4. Special Education Students					
% Sufficient % Substantial		64	81	90	47
% Substantial		36	38	20	18
Number of students tested	7	14	16	10	17
5. English Language Learner Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested	1		1		
6.					
% Sufficient % Substantial					
% Substantial					
Number of students tested					
NOTES:					

12UT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Sufficient % Substantial	93	87	84	88	81
% Substantial	78	68	60	75	70
Number of students tested	289	328	328	320	361
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	1	0
Percent of students alternatively assessed	0	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Sufficient % Substantial	80	79	70	59	59
% Substantial	51	56	34	48	41
Number of students tested	31	44	40	27	34
2. African American Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested	0	1	0	1	3
3. Hispanic or Latino Students					
% Sufficient % Substantial	100		49		
% Substantial	61		30		
Number of students tested	13	5	10	7	7
4. Special Education Students					
% Sufficient % Substantial	82	70	60	65	60
% Substantial	52	48	26	45	38
Number of students tested	44	58	56	46	50
5. English Language Learner Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested	2	2	6	2	0
6.					
% Sufficient % Substantial	0	0	0	0	0
% Substantial	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Sufficient % Substantial	93	91	91	91	89
% Substantial	63	65	65	64	61
Number of students tested	288	328	328	319	360
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	1	0
Percent of students alternatively assessed	0	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Sufficient % Substantial	90	84	72	77	61
% Substantial	45	54	32	29	35
Number of students tested	31	44	40	27	34
2. African American Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested	0	1	0	1	3
3. Hispanic or Latino Students					
% Sufficient % Substantial	100		70		
% Substantial	69		50		
Number of students tested	13	5	10	7	7
4. Special Education Students					
% Sufficient % Substantial	81	74	80	71	64
% Substantial	29	29	30	25	30
Number of students tested	44	58	56	46	50
5. English Language Learner Students					
% Sufficient % Substantial					
% Substantial					
Number of students tested	1	2	6	1	0
6.					
% Sufficient % Substantial	0	0	0	0	0
% Substantial	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12UT1